

LA
245
B45
W6
1961
IGSL
UCB

School Administration

Berkeley

Interracial

GAINS
AND GOALS

School Administration Bureau
Private Wel. Assoc. 11-
E Council of social planning,
Berkeley

LA245

B45

W6

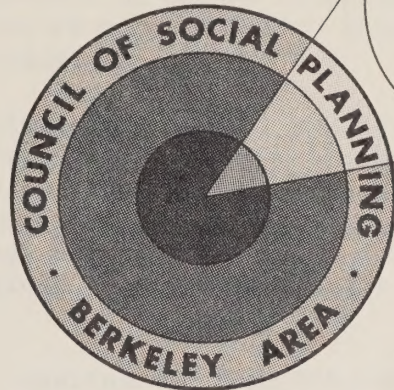
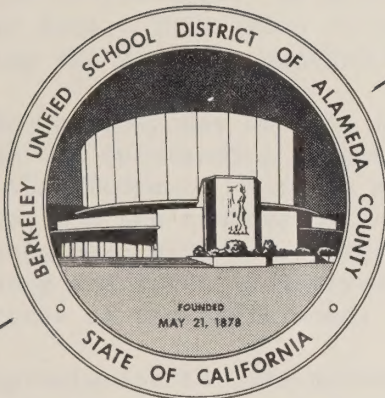
1961

IGSL

UCB

BERKELEY UNIFIED SCHOOL DISTRICT

* COUNCIL OF SOCIAL PLANNING---BERKELEY AREA



CO-SPONSORED WORKSHOP ON
INTERRACIAL GAINS AND GOALS

MARCH 10 and 11, 1961

LONGFELLOW SCHOOL

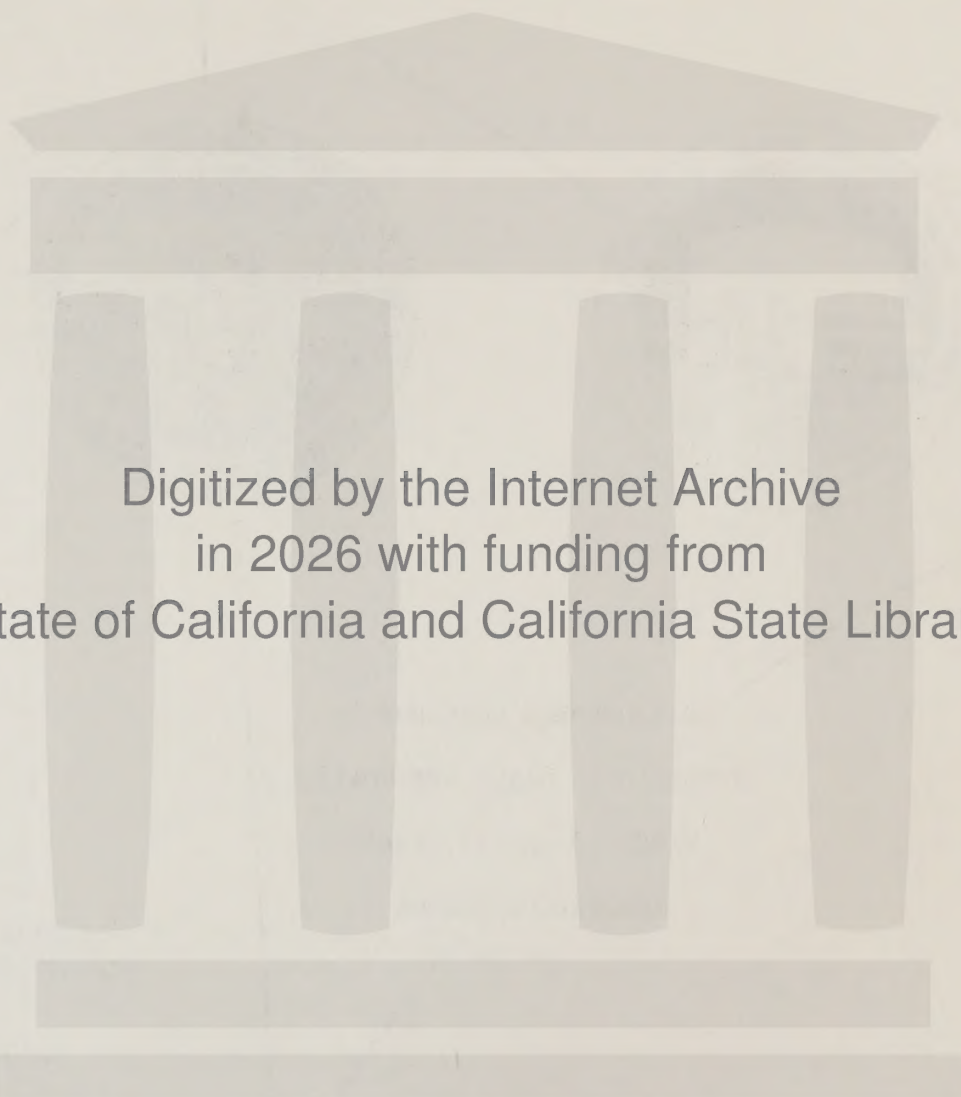
BUREAU OF PUBLIC
ADMINISTRATION LIBRARY

AUG 17 1962

UNIVERSITY OF CALIFORNIA

AUGUST 1961

* AFFILIATED WITH COUNCIL OF SOCIAL PLANNING--ALAMEDA COUNTY
(UNITED CRUSADE AGENCY)



Digitized by the Internet Archive
in 2026 with funding from
State of California and California State Library

<https://archive.org/details/C101743703>

ACKNOWLEDGEMENT

The Berkeley Unified School District joined with the Council of Social Planning--Berkeley Area* in October 1959 to establish a program of workshops on subjects of concern to both organizations.

Early in 1961 plans were initiated for the third co-sponsored meeting under these auspices. Staff of the two sponsoring groups agreed that the most timely topic of wide community concern was in the field of human relations. The development of the program was assigned to the Committee on Intergroup Relations of the Council of Social Planning--Berkeley Area. This group is representative of many community interests, including the Berkeley Unified School District.

The workshop was held in Longfellow Elementary School, and we acknowledge the outstanding cooperation and leadership provided by the Principal, Alan McGregor, and his staff. We also wish to thank Mrs. Simons, Chairman, and the members of the Longfellow P.T.A. committee for their invaluable help with decorating, hostessing, and registration. The efficiency and friendly interest of this group contributed greatly to the success of the conference.

Appreciation is also extended to the Superintendent of Schools for his cooperative assistance throughout, to the many community leaders who participated in the program, and to the members of the respective Boards of Directors for their support of this activity of the planning committee.

Committee on Intergroup Relations

Prof. Van Dusen Kennedy, Chairman

Rabbi Sidney Akselrad	Alan J. McGregor
Mrs. Spurgeon Avakian	Craig McMicken
Norman Brangwin	Mrs. Roy Nichols
Robert Calvert, Jr.	Charles O'Shea
Emery J. Curtice	Miss Martha Scarlett
William J. Davis	Nat Shaffer
Mrs. Torben Deirup	Judge Redmond C. Staats, Jr.
Daniel Dewey	E. P. Stephenson
F. Carl Dwight	C. H. Wennerberg
Mrs. James D. Hart	Paul H. Williamson
Mrs. Julia L. Hatch	George Yasukochi

Mrs. Lucile E. Marshall, Area Director
Council of Social Planning
Berkeley Area

* Formerly known as Berkeley Area Community Chest and Council
Change of name was effective March 2, 1961.

The Berkeley Unified School District with over 17,000 students, well over 600 teachers, and many hundreds of other employees, can truly be said to be a community in itself. However, it is not a community unto itself, although it probably touches more segments of the community and is more influenced by it, than any other institution. Naturally then, it follows that when a problem becomes a community problem, it also becomes a school problem, and vice versa.

The school board, administration and faculty, realizing this relationship, participated actively and enthusiastically in a study of inter-racial relations within the Berkeley school system. This study, which has become known as the "Staats Report," speaks of gains and goals. We are no longer just reporting good intentions. During the last three years much has been accomplished, as indicated by the report which follows.

Every community needs to have all of its segments in a speaking relationship in order that communication, understanding, and, finally, action, may result. The umbrella provided by the Council of Social Planning and the Berkeley Schools in the Workshop session on March 10 and 11 is one of the more significant developments in recent years in Berkeley. Communication among the many segments of the community, as encouraged in the Workshop, should aid in the exploration of harmonious ways to solve many problems. Many of these problems now being faced by the community may seem to be insurmountable, but they will be overcome when the people take the opportunity, as they did at these sessions, to measure and to assess the resources available for solution.

C. H. WENNERBERG
Superintendent of Schools
Berkeley Unified School District

TABLE OF CONTENTS

I. THE PURPOSE OF THE WORKSHOP.....Page 1

II. INTERRACIAL CONDITIONS IN THE BERKELEY SCHOOLS.....Page 3

Racial composition of Berkeley and its schools.....Page 3

Summary of actions taken by Berkeley Schools on
Staats Report.....Page 4

Answers by School System to workshop questions.....Page 10

Answer from Berkeley Employment Office.....Page 14

Answer from Berkeley Community Welfare Commission.....Page 15

Programs of private community organizations in Berkeley...Page 15

III. SUMMARY OF WORKSHOP DISCUSSIONS AND SUGGESTIONS.....Page 19

The nature and problem of intergroup prejudice.....Page 19

Goals of the Schools in an interracial community.....Page 20

Curriculum.....Page 21

Counseling and guidance.....Page 22

Teacher Placement.....Page 22

Employment problems.....Page 23

Housing problems.....Page 24

Community goals and responsibilities.....Page 25

APPENDIX A. WORKSHOP PROGRAM.....Page 27

APPENDIX B. DISCUSSION LEADERS AND PANELISTS.....Page 28

APPENDIX C. LIST OF SPONSORING OR PARTICIPATING
ORGANIZATIONS.....Page 29

I. THE PURPOSE OF THE WORKSHOP

This is a report on a workshop on interracial conditions and problems in the public schools of Berkeley, California. The workshop was held on March 10 and 11, 1961, under the joint sponsorship of the Council of Social Planning--Berkeley Area and the Board of Education of Berkeley. Both the workshop and the issuance of this report are parts of the Council of Social Planning's continuing program of study, education and social action dealing with the range of problems connected with the interracial character of our community. This program is the particular responsibility of the Council's Committee on Intergroup Relations.

The immediate purpose of the workshop was to follow up an earlier study and report on "Interracial Problems and Their Effect on Education in the Public Schools of Berkeley" which had been made by a citizens committee to the Board of Education. This committee, commonly known as the Staats Committee, was created by the Berkeley Board of Education in June 1958 and was instructed to direct particular attention to three kinds of subjects:

- a. How to improve liaison between school, home and community.
- b. Ways of solving behavior problems in and out of school.
- c. Programs to help teachers understand minority group problems.

The committee held 17 meetings over a ten month period and issued its report on October 19, 1959. It took as its point of departure the fact that nearly 30 per cent of Berkeley's school children are Negro and 8 per cent are other non-Caucasians and the fact that Negroes are moving steadily toward equality of opportunity and status. It concluded from these facts that Berkeley children must be prepared for a different kind of relationship with other groups in the community than has been familiar or acceptable to their parents. Working from this premise the Committee developed an important set of recommendations. The full text of these recommendations may be found in the Committee report which is available from the office of the Superintendent of Schools in Berkeley. Only a very abbreviated summary is presented here.

1. Schools should make special efforts to help minority group children attain their full scholastic and social potential.
2. The Superintendent of Schools should set up procedures for airing grievances.
3. Exchange visits on matters of mutual interest among elementary pupils on a city-wide basis should be considered.
4. The curriculum should include adequate and appropriate material on minorities.

5. Minority students should be counseled on the basis of ability and interest and their counselors should have adequate time and training.
6. Principals should stimulate student and parental interest in all curricular opportunities.
7. The student employment program should be continued and strengthened. Preparation of students in job seeking methods should be considered.
8. Teachers should be hired and assigned on the basis of qualifications only. Placement of Negro teachers in predominantly white schools should be considered.
9. All teachers should be given specific help in understanding the needs of children in an interracial community. Interested teachers should be encouraged to take special work in race relations.
10. The Board of Education should take the initiative in arranging and promoting parent and adult education in racial relations and urging community organizations to take a greater participation in the field of racial understanding.
11. Minority group students and parents must carry their full responsibility in the learning process.
12. The Board of Education should consider whether it has additional responsibilities regarding social life at Berkeley High School.
13. The Board of Education should consider appointment of a standing citizens advisory committee on race relations.

The activities and report of the Staats Committee aroused wide interest in racial problems in Berkeley and its schools. Since the report also contained significant recommendations for action by the schools and by community groups, it seemed fitting by Spring 1961 to give interested citizens a chance to hear and discuss a progress report on these recommendations and to exchange ideas about future action. A public workshop provided a suitable means for this purpose. It opened with dinner on Friday evening, March 10, followed by a general session at which a panel of five speakers from the school system and the community reported on steps which had been taken in furtherance of the Staats Committee recommendations and on steps which still needed to be taken. Before the close of this meeting written questions were collected from the audience. These were then reproduced and distributed to all participants on Saturday morning, March 11, when they became the basis for discussion in 16 different discussion groups. At the closing session a panel of five reporters selected from these groups attempted to sum up the main problems and ideas which had emerged in these discussions.

The participation in this workshop was encouraging evidence of a growing concern among Berkeley citizens in the community's interracial problems. Approximately 175 people attended the opening dinner and around 350 were present at the Friday evening general session. About

250 participated actively in the Saturday morning discussion groups. People came from all sections and strata of the community, the hill areas and West and South Berkeley being represented in roughly equal proportions. A large number of welfare and religious organizations also were represented. (See Appendix.)

Judged in the light of its purposes the workshop may be counted a success. It was a heartening and stimulating experience for those who participated. A significant part of this experience was the opportunity for people from the same community who do not ordinarily meet to sit down with each other, to eat and talk in an atmosphere of friendly informality and common interests. In addition the workshop achieved several other modest but useful objectives. It was an opportunity for renewing community interest in the Staats Committee recommendations. It led to the distribution of information about developments and problems in the schools both at the workshop and through this report. It provided occasion for reminding school officials, the Board of Education and community groups, by means of questions and workshop suggestions addressed to them, that the community is concerned about these problems and looks to these various parties to fulfill their responsibilities. Finally, the strong group consensus expressed at the workshop is a continuing spur and support to the Council of Social Planning to pursue its interests in interracial problems.

II. INTERRACIAL CONDITIONS AND THE BERKELEY SCHOOLS: THE FACTUAL PICTURE

An attempt is made in this section to bring together all the factual material and responses to questions which were reported to the workshop or which have been collected as a direct outgrowth of the workshop.

Racial composition of Berkeley and its public school population

Between 1950 and 1960 the total population of Berkeley declined 2.3 per cent. At the same time the Negro population increased 64.4 per cent and the other non-Caucasian population increased 72.0 per cent, so that Berkeley's white population declined 14.7 per cent. Non-Caucasian groups therefore make up over one-quarter of Berkeley's population.

	1950		1960	
	No.	Per cent	No.	Per cent
Population	113,805	100.	111,268	100.
Negro	13,289	11.7	21,850	19.6
Other non-Caucasian	4,248	3.7	7,337	6.6

A significantly larger proportion of Berkeley's school population consists of minority group children. In 1960-61 the total enrollment in Berkeley public day schools had the following composition:

Total enrollment	15,761	100.0%
Negro	5,049	32.0%
Other non-Caucasian	1,206	7.7%
Other ethnic groups	506	3.2%

In other words, nearly 6,800 children or approximately 43% of the entire day school enrollment in Berkeley are members of some non-Caucasian or other ethnic group. A detailed breakdown by individual schools is given in Table I. (Page 5.)

Summary of actions taken by the Berkeley Unified School District to achieve the objectives of the Staats Report

After long and careful consideration the Board of Education took action on April 5, 1960, adopting the recommendations of the Staats Committee as official policy. The Board instructed the Superintendent of Schools and his staff to study the report and implement its recommendations. The Superintendent has supplied the following summary of actions taken up to the time of the workshop.

Implementation of the Staats Committee Recommendations is truly a total undertaking aimed at a developing school-community attitude and way of life rather than a matter of programs and projects. Implementation in the areas of personnel policy, in-service training, educational program, counseling, community relations, all tend to overlap. Therefore, any classification is approximate, and particular undertakings have implications for every area of recommendation.

1. Personnel policies in general and employment policy in particular continue to be based solely on qualifications of individuals, regardless of race, color or religion, with full realization that recruitment, selection, placement of personnel are critical to the implementation of all other recommendations.
 - a. In 1959-60, there were, in the Berkeley Public Schools:
 - 1) 45 Negro teachers or 7.3% of the teaching staff.
 - 2) 15 teachers of Japanese descent or 2.4% of the teaching staff.
 - 3) 6 teachers of Chinese descent or 1.0% of the teaching staff.
 - b. In 1960-61, there are, in the Berkeley Public Schools:
 - 1) 50 Negro teachers or 8.4% of the teaching staff.
 - 2) 16 teachers of Japanese descent or 2.7% of the teaching staff.
 - 3) 7 teachers of Chinese descent or 1.2% of the teaching staff.
 - c. Presently there are:
 - 1) 2 Negro principals, one at Emerson and one at Longfellow Elementary Schools.

TABLE 1

ESTIMATED ENROLLMENT OF MINORITY GROUP PUPILS, K-12, BERKELEY PUBLIC DAY SCHOOLS, 1947-48, 1960-61
ENROLLMENT, BY SELECTED YEAR

	1947-48			1960-61						Pupils from "other" Ethnic Groups ** 1960-61
	Total	Negro	% Negro of Total	Total	Negro	% Negro of Total	Other Non-Caucasian Enrollment *			
							November 1960			
							Number	% Tot. Enroll.		
Columbus	586	44	7.5	805	503	62.5	31	3.9	93	
Cragmont	459	0	0.0	574	5	.9	29	5.1	2	
Cragmont Primary				132	0	0.0	5	3.7	1	
Emerson	274	0	0.0	354	3	.8	6	1.7	3	
Franklin	630	30	4.8	819	413	50.4	136	16.6	59	
Franklin Primary				143	98	68.5	7	4.9	21	
Hillside	341	0	0.0	422	0	0.0	13	3.1	6	
Hillside Primary				215	0	0.0	6	2.8	3	
Jefferson	547	1	.2	681	78	11.5	152	22.3	13	
John Muir	366	0	0.0	449	4	.9	4	.9	1	
LeConte	401	0	0.0	546	166	30.4	57	10.4	17	
Lincoln	453	414	91.4	757	718	94.8	29	3.8	6	
Longfellow	667	302	40.5	914	823	90.0	44	4.8	3	
Oxford	265	0	0.0	312	0	0.0	8	2.6	1	
Thousand Oaks	541	0	0.0	583	4	.7	6	1.0	2	
Washington	536	0	0.0	674	121	18.0	144	21.4	34	
Whittier-U.E.	478	0	0.0	438	8	1.8	42	9.6	12	
TOTALS, K-6	6,544	791	12.1	8,818	2,944	33.4	719	8.2	277	
Burbank Jr. High	827	223	27.0	1,074	686	63.9	99	9.3	72	
Garfield Jr. High	940	0	0.0	1,666	57	3.4	110	6.6	6	
Willard Jr. High	620	119	19.2	1,002	415	41.4	78	7.8	20	
TOTALS, 7-9	2,387	342	14.3	3,742	1,158	30.9	287	7.7	98	
Berkeley High	2,435	279	11.5	3,068	874	28.5	196	6.4	121	
McKinley Contin.	110	54	49.1	119	66	55.5	3	2.7	10	
Home Teaching				14	7	50.0	1	7.1	0	
TOTALS, K-12 DAY	11,476	1,466	12.8	15,761	5,049	32.0	1,206	7.7	506	

*Other Non-Caucasian enrollment comprises primarily pupils of Oriental descent, namely, Chinese and Japanese.

**Pupils from "other" ethnic groups, 1960-61, are made up mostly of pupils of Mexican-American descent, but do include a scattering throughout the school system of pupils of Iranian, Filipino, Pakistani, East Indian, Hawaiian, American Indian, Israeli, and Turkish descent. These comprise for the most part a "Caucasian Group" but usually represent "national" or "ethnic" minorities, even though they have not been counted separately from the total enrollment.

- 2) A Negro vice-principal at Franklin Elementary School.
 - 3) Qualified Negro teachers have been placed at Berkeley Public Schools as follows: Columbus, 2; Emerson, 2; Franklin, 5; Franklin Primary, 1; Hillside, 1; Jefferson, 1; Le Conte, 1; Lincoln, 8; Longfellow, 7; Thousand Oaks, 1; Washington, 3; Burbank Junior High, 12; Garfield Junior High, 2; Willard Junior High, 2; and Berkeley High, 2.
- d. The Board of Education's Advisory Committee on Personnel Policy will undoubtedly write into its recommendations specific policies and procedures calculated to give equal employment opportunity the "full force of law." That Committee continues to solicit the suggestions of interested citizens and staff alike.
 - e. By invitation, Mr. Arthur Fletcher, expert in community relations, presented the film, "The New Girl," to all administrators and supervisors at their regular meeting of January 17, 1961. The impact of this film, done by the Howard University drama group, was powerful. Here was a realistic portrayal of the necessity, rewards and price of equal employment opportunity in a single industrial concern that offered inspiration for the full fruition of Berkeley Public School employment policies keyed to qualifications without reservations.
2. Dissemination of the report has been wide.
 - a. Copies have been given to teacher training institutions state-wide for their consideration in relation to training needs.
 - b. Copies have been sent to Berkeley city, community and civic agencies and interested organizations.
 - c. The report has been published (at its own expense) by the California Association of School Administrators for dissemination among all school systems throughout California.
 - d. There has been broad nation-wide distribution at the request of interested universities, colleges and schools.
 3. Problems and grievances of parents and children.
 - a. The Superintendent has instructed his staff to cultivate the attitudes and develop the machinery whereby individual problems can be handled as they occur, objectively and on the merits. This is a long-run undertaking and is constantly repeated at staff meetings, faculty meetings, workshops, in casual conversations, with the aim of creating a philosophy and atmosphere of mutual trust, appreciation and confidence between school staff and its entire community.

- b. The Superintendent and his staff continuously urge parents and public to communicate with school personnel directly, freely and without fear, but with full appreciation of the difficulties of teachers as they teach children of great diversity (especially in motivation), in overcrowded and often makeshift classrooms and with minimal instructional materials and consultive resources.
 - c. It is administrative policy that the individual with a problem or grievance first seeks out the teacher or staff member directly involved; then, if necessary goes to the principal or department head "in charge"; his next step is to Mr. A. B. Campbell, Assistant Superintendent for Certificated Personnel and Special School Services. The public and the parents must be sure that the Superintendent's door is always open as a final administrative step in the solution of individual problems and the settling of grievances and misunderstandings. Should differences persist, your Board of Education is the final arbitrator. Board and staff alike are public servants and must be perceptive to the needs and desires of each citizen, every parent and the individual child.
4. A developing program to improve the achievement and social adjustment of minority group pupils with emphasis on counteracting the adverse environmental effects on their education.
- a. Mr. Larry Wells, presently Vice-Principal of Franklin Elementary School, and Mr. Roy Takeuchi, Sixth Grade Teacher at Longfellow Elementary School, undertook a "Comparative Study of the Cultural Family Patterns and Racial Values Between Japanese and Negro Elementary School Children" as part of the Masters Program of San Francisco State College and under the sponsorship of the Berkeley Public Schools.
 - 1) They investigated the tendency of Japanese-American children to achieve in school and the tendency of many Negro youngsters to be "under-achievers" or "non-achievers."
 - 2) They sought the truth in historical and in current economic and social factors.
 - 3) Together with Mrs. Kathryn T. Favors, Fifth Grade Teacher at Hillside Elementary School, they put their findings to work by:
 - a) Developing curriculum materials and units of study and employing them in predominantly Negro sixth grade classes at Longfellow and in a fifth grade class at Hillside.
 - b) So encouraging has their success been both among the Negro, Oriental and Caucasian pupils involved that Mr. Wells, Mrs. Favors and Mr. Takeuchi have shared their experiences, demonstrated their techniques and exhibited their materials before (1) meetings of

administrators and supervisors; (2) faculty meetings involving the teachers of all of the Berkeley schools. In addition, they will undertake a workshop at the state-wide convention of all of California's elementary school administrators.

- c) From these meetings with school staffs will come an evaluation of materials and techniques presently in use, particularly by the demonstration group and suggestions calculated to improve the achievement of many Negro pupils by enhancing their self-images.
 - d) An action research program is planned under the leadership of Mr. John McCollum, Director of Elementary Instruction, wherein interested teachers and administrators will search for additional materials and techniques in the area of inter-cultural relations. It will be an exploratory and evaluative follow-up of the Wells-Takeuchi-Favors demonstrations. The first call for system-wide volunteers in this enterprise was made on February 15, 1961.
 - e) An in-service workshop will be inaugurated in 1961-62 built from this year's demonstrations and explorations. It will involve teachers system-wide on a voluntary basis.
- b. In January 1961 the Alameda County Board of Education agreed to finance a field survey of Berkeley school-community inter-cultural relations under the leadership of Dr. Marie Fielder which will serve as a pilot project for the whole county. The original proposal for the survey was made on May 23, 1960, by a sub-committee of the Berkeley Public Schools' In-Service Training Committee. A broad action-research program is envisaged keyed to:
- 1) Diagnosing the intergroup perceptions, concerns and needs of teachers and administrators.
 - 2) Diagnosing the intergroup perceptions, concerns and needs of children and parents.
 - 3) Determining the goals and aspirations of parents and children.
 - 4) Involving all these members of the school community in developing their own evaluations of present conditions and needs, and together developing their own goals and plans.
 - 5) Thus evolving a continuous Berkeley plan out of Berkeley experience and Berkeley consensus with ultimate opportunity for strong financial support by a foundation.
 - 6) Finally, Berkeley would have the opportunity to lead the way county-wide, if not state-wide and nation-wide, in developing an educational program cognizant of human relations needs, a professional staff skilled in human relations techniques and a community willing to make the most of human relations opportunities.

- c. During this school year Mrs. Esmer Clark has engaged in day-to-day work with slow readers at Berkeley High School to instill in them a prideful self-image and achievement to the maximum of their individual potentials.
 - d. During the school year 1959-60, the following were carried out under the leadership of Mr. Stanley Friese, Supervisor of Health and Physical Education:
 - 1) A series of girls' sport days between Burbank and Willard Junior High Schools during 1960.
 - 2) Junior High Intra-School Athletic Events among the three junior highs in touch football, basketball, baseball, physical fitness and track and field during the 1959-60 and 1960-61 school years.
 - 3) A Le Conte-Lincoln play day at Le Conte, March 1960, involving sixth grade classes from both schools.
 - 4) A Hillside-Thousand Oaks sixth grade play day at Thousand Oaks, February 1960.
 - 5) A square dance clinic involving pupils of Thousand Oaks, Oxford, Columbus, and Emerson at Columbus, February 1960. Dances were called by Ed Durlacher, nationally famous square dance instructor.
 - e. Day-to-day efforts as follows:
 - 1) A two day "Do It Yourself" Workshop on Communications at Cazadero, September 1960, to improve communications among staff members to enhance the education of all children.
 - 2) Visits of deprived Longfellow youngsters to libraries, museums, community events.
 - 3) Year long activities of Mr. Alan McGregor and Mr. Melvin Gartenberg at Longfellow teaching a class a week, giving guidance to individual pupils and demonstrations to teachers while keeping an active interest in and awareness of what goes on in the classrooms.
5. Increasing efforts to meet the community at all schools and bring parents and public into closer communication with the schools.
- a. Activities of Mr. Emery Curtice at Burbank Junior High in 1959-60 and presently at Berkeley High School.
 - b. Longfellow School's continuing efforts to meet the parents and listen to their needs.
 - c. Efforts of Mrs. Harriet Wood to constantly interpret needs and actions of the schools to parents and teachers alike and involve them in the work of the schools.
 - d. The Board's most recent action to appoint the most representative Citizens for Bonds Committee in Berkeley history, and a continuing bona-fide attempt to tailor the bond pro-

posals and promises to the needs and desires of every segment of the Berkeley population, with an emphasis on letting the widely disseminated facts speak for themselves.

6. Cooperation with the Berkeley Area Community Chest and Council as follows:
 - a. Sponsorship of and participation in the Workshop of 1960 on Neighborhood Councils.
 - b. Sponsorship of and participation in the March 1961 Conference on Implementation of the Staats Committee Report.
7. The Berkeley Public Schools are committed to a future wherein:
 - a. Each child is the focus of our best educational effort.
 - b. There is a way of life in the school community whereby the premium is placed upon the teacher and administrator excellent in skill, particularly in the inter-cultural relations area.
 - c. Policies, programs and procedures will be continuously scrutinized and amended to meet the rigorous requirements of curriculum development toward:
 - 1) Educational excellence in the electronic age.
 - 2) The demanding needs of our own heterogeneous community.
 - d. Increased Remedial Reading Instruction at all schools in 1961-62 with newly available funds, and thereafter as funds are available.
 - e. Re-establishment of special trips, play days, classroom and teacher visitations in 1961-62 with newly available funds, and thereafter as funds are available.
 - f. A reappraisal of attendance district structure and procedure to determine whether they facilitate or inhibit full fruition of the Staats Committee recommendations. Changes in structure and procedures as the findings of the study may indicate.

Answers prepared by the School System to questions submitted at the workshop

At the opening general session of the workshop, members of the audience were invited to submit written questions. As previously noted, these questions were used as the basis for discussion in the following morning's discussion groups. In addition, those which were susceptible to either a factual or policy definition type of answer have been submitted to the Schools and to various community organizations as appropriate for study and reply. Set forth below are the questions raised by workshop participants which were submitted to the School Administration together with its answers.

Does Berkeley High School offer aid and/or support to racially discriminating social clubs? Can these groups use school bulletin boards?

Berkeley High does not offer "social clubs" any official aid or support nor is there official sanction for the use of school bulletin boards for announcements or notices which members of these clubs might wish to post.

If achievement, in addition to ability and interest, is so important, wouldn't it be desirable for Berkeley High School to have "how-to-study" courses?

How to study should not be a course given at high school but should be a part of the learning process throughout all the grades. Special how-to-study courses have been given in summer school and could be an extra-curricular activity during a school year for it is needed then.

In reference to Mr. McGregor's mention of a bibliography for extra-curricular reading: How about Berkeley initiating a state-wide campaign for thoroughly interracial textbooks? (Preprimers, primers and readers.) This recommendation will be brought to the attention of the committee on textbook adoption of the State Department of Education.

If a group of parents is interested in working toward the betterment of their community to come up to the standards of other communities, to secure the same curriculum for our children, how would you suggest we start?

1. First of all, the group of parents should determine the boundaries of the community in which they wish to work and then seek support and additional members for the group from others who reside or work in the community but are not necessarily parents with children in schools. As the school and its PTA represent only a part of its community, it is essential that other members of the neighborhood or community be involved in any betterment project. Once organized this group of citizens should study the specific problems and issues involved and determine the goals to be accomplished, realizing that many of the changes may be long in their accomplishment. 2. The group must be prepared for continued work and be ready to give the necessary time to identify problem areas, study possible solutions, make plans in conjunction with various voluntary and official agencies and work to see that these plans are implemented.

Do all elementary schools reach the same plane of achievement at the same grade level?

No, nor do all students in any one class reach the same plane of achievement at the same time within a given school.

If levels are not the same, why doesn't the school system correct differences?

A school system must organize its curriculum to meet the specific individual needs of differing children. All children have different learning rates and paces and there must be enough flexibility in the school program to allow the child to learn as much as he can as fast as he can.

Why not integrate all schools to assure the same plane of achievement at the same grade level?

All schools in Berkeley are already integrated according to the populations they serve. Integration in itself in no way assures the same plane

of achievement, at the same grade level any more than one sees all pupils within any given grade, regardless of race, color or creed, reaching the same achievement level.

Do you feel there are any problems in educating white students in regard to their misconceptions, prejudices and discriminatory attitudes toward minority group people? Does the high school have a responsibility in this respect?

Yes, there are problems in educating white students through their misconceptions, prejudices and discriminations. All education seeks to develop the person who is educated to look at the facts objectively and avoid the distortion of his emotional responses. While efforts are constantly being made in this direction and improvements are recognized, there is no general agreement on a single best way. However, such teaching clearly must start at the elementary level. The high schools should continue the effort but the emphasis must be in the lower grades to avoid the development of prejudice. Berkeley has made significant efforts within the last three years and the response in many classrooms has been very rewarding. Experiments at Hillside, Emerson and Washington Schools have proven promising. The schools take a large measure of leadership by their actions and through educational programs. There is much content in this area that can be and is included in the social studies curricula and all schools should promote a climate conducive to students of all races living in harmony together.

In vocational counseling would it be possible to bring the student in contact with community leaders of various racial backgrounds who are successful in their respective fields of service?

Yes, it is possible to bring the students in contact with community leaders and some effort has been given to doing this in the past. The matter has been referred to the Head Counselors for further investigation.

Some counselors try to protect Negro students from disappointment or elevate their hopes "unrealistically." Recommendation #5 is addressed to the problem of counseling minority group students on the basis of job opportunities traditionally or presently available to them instead of emphasizing their ability, interest and achievement. How do high school counselors presently approach this problem?

Anyone who attended the workshop must have appreciated the fact that there is much misinformation, fear and anxiety about race relations. We believe that these matters can be worked through only by continuously facing issues together with the underlying supposition of enough good faith on the part of everyone to resolve them. Therefore, we will grant that some counselors will protect Negro youngsters one way or another. These counselors will have to harness some of this "good will" and allow students to stand or fall on their own merits more often. High schools should provide an opportunity for students to explore considerably and to discover for themselves what they cannot do as well as what they can do. While there are limitations to the number of times courses may be repeated, it seems reasonable to allow a student and his parents to be the final deciding factor in whether he will attempt a subject even though he may be counseled against such an attempt on the basis of his past performance.

Is the counseling the same at all schools relative to necessity for academic achievement? Is counseling at Berkeley High directed toward making students academic-minded or vocational-minded?

All our counselors are aware of the need for academic achievement and that a pupil's experience in the school as measured by his academic achievement determines his immediate vocational or academic plans at the completion of school. We do not believe, however, that our counselors hold the view that the only people who are worthwhile and successful in life are the academically elite; there, our counseling must be done within the framework of trying to help the person, no matter who he is, recognize his own strengths and weaknesses, develop his own competencies, and establish for himself career goals which are reasonable for his particular expectations and abilities. Even with due consideration given to differences in rates of maturation, most teachers and counselors are repeatedly surprised by the changes that occur in occasional pupils during their late teens and early twenties.

Dr. Benson said, "Negro students choose shop courses." In the report, there are instances described when students were counseled into shop courses against their will, two in particular, and each of us knows of more. What's been done about this other than excusing it by using the time (lack of it) element?

It would be contrary to Berkeley Schools policy to assign a pupil to a shop course simply because he was a member of a minority race. White as well as Negro students may have this experience because the counselor feels that they are not achieving sufficiently well academically. This is a good example of why parents must discuss their children's programs with them and confer with the counselors if there is displeasure with the courses assigned. However, the value to students of shop courses should not be overlooked, and it should be recognized that, regardless of race, success in a shop course is usually better than failure in an academic one.

Since the relationship between the schools and Recreation Department is one of a joint relationship, how is it that some of the hiring and placement policies of the Recreation Department do not follow in the same direction, at least placement of personnel on a city-wide basis, as with the school department?

The Berkeley Public Schools participate jointly with the City in an after school recreation program. In so far as this part of the program is concerned, hiring and placement of personnel are joint responsibilities. As to the purely city recreation program on municipal facilities and during weekends and vacation on school facilities, this is solely a City responsibility. We are confident that the City is making every effort to develop hiring and placement policies in the spirit of the Staats Committee Recommendations. Any specific questions relative to Recreation Department policies should be directed to the Director of that department.

Does the hiring of Negro teachers have anything to do with the number of Negroes in the total community of the City of Berkeley? I understand school districts hire Negro personnel on this basis.

The Berkeley Public Schools System does not base the hiring of Negro teachers on the percentage of Negroes living in Berkeley, nor is a percentage basis used in hiring teachers of other racial backgrounds. Our

policy is to hire both teaching and non-teaching personnel on the basis of qualifications. Of course, on this basis our teaching staff has increasingly been representative of all of the various racial, national and religious groups, since none has a monopoly on qualifications.

What progress is being made in changing policies and increasing the number of clerical workers who are members of minority groups? Are there any members of the supervisory staff in the central office who are members of minority groups?

There is one Negro school secretary serving at Lincoln School and approximately ten secretaries and clerks of Oriental descent within the District. A Negro Supervisor of Custodians was appointed two years ago and there are two Negro principals and one Negro vice-principal. The District will continue its policy of hiring and placing personnel in all categories on the basis of qualifications. At present, there is no minority group representation on the administrative and supervisory staff in the Administration Building, with the exception of a single member of the Jewish community. Most of those who hold supervisory positions have served for a decade or longer, but as positions become available and new ones are created, the basis for employment in the Berkeley Public Schools shall continue to be the individual's qualifications and potentialities as determined by qualifying tests, recommendations and credentials. Policy and practice short of this would be violation of the letter and spirit of the California State Fair Employment Practices Law.

Is it possible to develop extension courses in cooperation with U.C. similar to the courses at S.F. State and Stanford University in inter-group relations?

It is possible and desirable to develop such courses as extension courses from the University of California or as in-service credit courses and workshop, utilizing the resources of the University in the areas of anthropology, education, sociology, public health, psychology, social psychology, economics and social welfare and the resources of the Berkeley Public Schools Adult Education program. Plans are being made now to offer an in-service course to teachers in Fall 1961 on the subject of inter-cultural relations and contributions.

Answer received from Berkeley Employment Office

One of the questions raised at the workshop was as follows: "What has the Berkeley employment service offered by way of testing and counseling and how widely does the high school take advantage of this potential?" The following answer to this question, which was submitted to the Berkeley office of the State Department of Employment, has been received.

The Berkeley Office of the State Department of Employment has offered to Berkeley High School the following:

1. General Aptitude Testing to 12th grade students and drop-outs who are not planning to go on to college.
2. Interpretation of aptitude testing and vocational counseling if indicated.

3. The Berkeley Office has an interviewer who mans the Junior Placement Office at the high school from 3:00 p.m. on, Mondays through Thursdays.

The high school, since Mr. Curtice assumed principalship, has taken advantage of our services. Counselors notify our youth and student section of those students who are not going on to college. A letter is written from this office inviting these students to come in for testing, interpretation of tests, vocational information and labor market information.

Answer received from Berkeley Community Welfare Commission

A question submitted at the workshop pertained to broader official policies for the future in Berkeley, as follows: "Re official Citizens Committee: how would this relate to the present commission on health and welfare which has a mandate from the City Council to concern itself with race relations?" The question was forwarded to the Community Welfare Commission, and the following answer received: The Welfare Commission has as a major project the study of race relations in Berkeley. A Citizens Committee to study discrimination in housing is in the process of being appointed by the City Council. This committee will be responsible to the Welfare Commission, which in turn will report to the City Council, recommending a course of action.

Following completion of the Discrimination in Housing study, it is anticipated that the Welfare Commission will continue with other aspects of race relations in Berkeley. Whether other citizens committees will be appointed to augment the Commission's studies, has not been determined. If citizens committees are formed under other auspices, the Commission would want to cooperate in every way possible.

Programs of private community organizations in Berkeley

Recommendation #10 in the Staats Committee Report urged that such community groups as parent-teachers associations, churches, service clubs and fraternal organizations should take some responsibility for the general improvement of racial understanding among adults in the community. In preparation for the workshop and its progress report session, the Council of Social Planning sent a memorandum to a wide variety of community organizations reminding them of this recommendation and asking them to supply information concerning relevant programs and activities in which they may have engaged. Not every organization which has engaged in relevant activity was canvassed, and some organizations did not respond, so that the information presented below is very incomplete. In particular it does not reflect programs of groups which have been especially active in the field of race relations such as N.A.A.C.P.; Berkeley Committee on Fair Housing; the South Berkeley Community Church; the Links, an association of Negro women; and Negro fraternal organizations.

The Following material is therefore only a partial summary of private community activity.

Girl Scouts: Berkeley-Albany-Kensington Council, Inc.

In addition to having an interracial staff and Board, the Council sponsors the following interracial activities:

- a. Day camps at Tilden Park. Mothers of both Negro and white races work together as volunteer staff, and train together to qualify as day camp workers.
- b. Residence camp in which Negro and white girls live together for two weeks at Camp White Meadows.
- c. Leaders' training courses for Negro and white adults to become Girl Scout leaders.
- d. Council events such as The Girl Scout Festival and The Girl Scout Sing which bring girls together each Spring from all parts of Berkeley.
- e. Girl Scout troops which in some instances provide the opportunity for more sustained interracial experiences, and in others provide opportunities for interracial contact at city-wide events.

Community Welfare Commission

Some of its areas of concern are race relations, special needs of the family, children, youth, the aged, and the way in which people live and work together. For the purpose of this report, only activities concerning race relations will be mentioned.

As of February 21, 1961, the Commission has a directive from the City Council to consider and advise on problems of race relations in Berkeley, and to advise on the implementation of the Staats Report.

On June 28, 1960, the Commission took the position that Items 1, 2, 7, and 10 of the Staats Report were appropriate for Commission study. These items refer to employment opportunities, participation of parents and citizens, development of the Negro's potential, and airing of grievances.

Boy Scouts of America: Mt. Diablo Council

During the past two years, the Council has obtained Negro representation on its Executive Board, has brought on a Negro as Vice-Chairman of one of its districts, and has several neighborhood commissioners recruited from racial groups. (Their overall policy is to pick men for district and council positions on the basis of their knowledge of Scouting and not on the basis of getting representation from any business, professional, union or racial group.) In addition to the foregoing, the Council has sponsored the following activities:

- a. Roundtables for den mothers have always been open to mothers regardless of race, and have been effective in reaching racial groups.
- b. The Boy Scout Parade in February 1960 and the Scout Exposition held in April 1960 at Berkeley High School were evidence of the large number of boys and parents representing racial groups that participated.

- c. Special concentration in November and December of 1960 in a geographic area resulted in the organizing of six new units which involved racial groups.
- d. In February 1961 Troop #24 sponsored by the Garfield School had an Eagle Court of Honor in which one of the recipients was a Negro.

Berkeley Youth Association

The BYA is composed of students from Berkeley High, Burbank, Garfield, and Willard Junior Highs, St. Joseph's High, and Anna Head Schools. Such youth organizations as City Recreation Center teen clubs, Girl Scouts, Horizon Clubs, YMCA, YWCA, church youth groups, Jr. Red Cross, and student councils are represented.

The purpose of the Association is to establish better communication between youth and adults, and to implement some of the recommendations which grew out of the Teen Town Meeting. An additional purpose is to provide coordination of youth groups for concerted effort on community projects.

Membership is representative of all races (participants to date have been about equally divided between Negro and Caucasian).

First Presbyterian Church

The following programs and activities to further better race relations were reported:

- a. A recent series entitled "Our Christian Mission in a Changing Community" followed by a series of discussion groups concerned with ways and means of implementing the information.
- b. An interracial choral concert and art exhibit.
- c. Host at a dinner for a group of custodians, many of whom were of Negro and Oriental backgrounds.
- d. The use of the church dining hall facilities for the McKinley School graduation luncheon - which brought together many persons of different racial backgrounds.
- e. Membership in the Vesper Choir of two Negro youths.
- f. Through its Social Education and Action Department, and as a congregation, is seeking to effect a warm, friendly Christian outreach to the community by ministering to all as people rather than as those of different color, race or creed.

University YWCA

The Social Concerns Commission is planning a project aimed toward the motivation of Negro children to achievement of their potential in education. The purpose of the plan is to:

- a. Select children from the 4th to 6th grades who, in the opinion of their teachers, have good potential educationally, but low motivation to achieve.

- b. Introduce the children to members of their race who have achieved positions in public and professional life in order to help the children see possible goals commensurate with their abilities, and to give them figures with whom they may identify.
- c. Create opportunities for these children for visits to natural and cultural points of interest in the Bay Area in order to broaden the scope of their world and experiences.
- d. Carry this out through the actions of an interracial group of women students with the help of an advisory committee of adults from the community, the YWCA staff, and adult volunteers who will provide transportation.

Plymouth House - Congregational Student Center

No community program "per se" is carried out since the House draws upon U.C. students for membership, and there is no program to educate or reeducate parents as such. Whatever is done in this area is accomplished indirectly by the influence of the student participants on their parents. The main emphasis is in the area of training students for democratic activities, and it is believed that there is a carry over when the students return to their own communities. One activity in particular in the area of race relations is assigning students as volunteers to the Berkeley Fair Housing Committee to work in whatever capacity they are most needed.

Stiles Hall - University YMCA

Stiles Hall reports a long history of program and activities in the area of race relations dating back to the 1930's including interracial staff and Board. Obviously, with such a long history it is impossible to give anywhere near a comprehensive report here. However, "Citadel of Democracy" (a booklet) by Galen Fisher gives a rather complete account of program and activities in detail. Starting with 1958, some of the activities have been:

- a. Was one of 15 agencies chosen, nation-wide, to select and provide a year's training in the field of inter-group relations to a young person. This internship was sponsored by the National Association of Intergroup Relations Officials. As part of the training, the interne developed and staffed the Fact Finding Conference for Berkeley High School Students, and assisted in the work of HOME. Part of the report of the Fact Finding Conference was used in the Staats Report.
- b. 66 members have signed up to provide volunteer student aides to teachers at Burbank and other Berkeley schools to help the slow learners and the exceptional pupils whose education has been retarded by a culturally disadvantaged home situation.
- c. A proposed project (Big Brother type) aimed at helping 30 youngsters, 7 to 12, referred by school guidance officers, and using student members to develop a student-model relationship. Among the questions to be studied are some relating to the relationship, if any, of race to the outcome of the relationship between the boy and his student-model.

III. SUMMARY OF WORKSHOP DISCUSSIONS AND SUGGESTIONS

No written summary could hope to do justice to the wealth of questions, ideas, and recommendations which were brought to the surface in one way or another during the course of this workshop. Still less can such a summary attempt to suggest the varieties of viewpoint expressed or the different meanings and emphases which participants would give to the same ideas and suggestions. Recorders were designated to compile as adequate reports as possible of all the sessions including the individual discussion groups. The following summary is neither a chronological nor a complete account of all the proceedings. It is an attempt to summarize the various recorders' reports and to emphasize the recurring themes which emerged from the discussions.

Although the primary focus of this workshop was on the responsibilities of the schools in reference to racial problems, all participants recognized that the situation in the schools is a reflection of conditions in the community at large. Throughout the discussions, therefore, it was assumed that any remedial measures undertaken in the schools must be part of a broader multi-pronged program. As a consequence, in addition to discussing curriculum, teacher training and placement, guidance and similar school oriented subjects, participants had a good deal to say about improvement of employment opportunities, removal of discrimination in housing and other ways in which community groups could reduce racial barriers and misunderstanding.

In the following summary of the total discussion an attempt has been made to organize it in two ways. First, it is broken down into the several major subject-areas to which the participants gave their attention. Second, many of the more specific ideas for action suggested by participants have been listed separately. It was not the purpose of this workshop to reach conclusions or to adopt resolutions and no votes of any kind were taken. Therefore, the suggestions which are listed below are not official actions by the workshop. It is not even possible to say which ones may represent a majority viewpoint, although a number were voiced in one way or another in so many of the discussion groups that it is certain they had wide support. These suggestions are presented simply as ideas for further consideration on the basis of their own intrinsic merits. The Council of Social Planning is also forwarding them for more specific attention to agencies and groups for whom they are relevant.

The Nature and Problem of Intergroup Prejudice

At numerous points during the workshop participants were moved to pause and ponder once again, both in their own minds and in discussion with their fellows, the old but ever insistent and perplexing questions about the sources of racial prejudice and about the most effective ways and means of attacking it. It was generally recognized that parents are often responsible for passing their prejudices on to their children and that the best efforts by schools and community groups to inculcate

acceptance of others in children can be thwarted and counteracted in the home. Therefore, both the schools and the community must continue to try to reach and involve parents as well as children in their various programs for improved racial relations.

In varying degree, all suggestions and recommendations which came forth during the workshop and which are summarized in subsequent sections are intended to help combat prejudice. The three propositions listed here were expressed so frequently, either explicitly or implicitly, throughout the workshop, that they may be said to undergird all other suggestions.

Ideas for Further Consideration:

1. Citizens should recognize that the existing pattern of relationships in the community must change if we are to have true integration.
2. Interested groups should obtain and study reports from other communities on how they have dealt with intergroup problems.
3. Studies should be made of the nature and causes of prejudice and discrimination in Berkeley.

Goals of the Schools in an Interracial Community

One of the questions discussed in the workshop asked: What are the role and responsibility of the school system - is it an agent of social change or an institution whose main purpose is education, or is it both?

There was a prevailing belief that knowledge of the interracial community should start in the elementary grades, but it was recognized that this would not eliminate, nor remove, the necessity of handling the special problems that exist at the high school level where so many children encounter for the first time substantial numbers of children from another race.

Many were of the view that adequate handling of the problems of minority group children requires both smaller classes and more guidance.

Mention was made of the problem of achieving greater integration of PTA's and also greater involvement of all parents in PTA programs.

The problem of segregation among students at Berkeley High School while eating was discussed.

Ideas for Further Consideration:

1. There should be a study of what other communities are doing to integrate their schools while segregation still exists in housing.
2. Careful study should be made of the different student exchange programs with an eye to finding those which are most feasible for

Berkeley. One suggestion was that, rather than make arbitrary assignment of pupils to schools in other neighborhoods, parents desiring to place their children in schools outside their neighborhoods might be granted the privilege,

3. There should be more active adult leadership for interracial activities in Berkeley High and student leadership in such programs as Students for Equality should be encouraged.
4. High school clubs should be encouraged to discuss the topic of intergroup relations.
5. To forestall segregation among students eating lunch, seating might be by homerooms, which is alphabetical.

Curriculum

Homework has been authorized only recently at the elementary level, and is generally given on the basis of need - to individuals or groups. Parents like their children to have homework and some children enjoy it, but it makes more work for the teacher. If homework is not given, how can parents help if they feel the need for study at home? If homework is given, how can parents assure that it will be done?

There is often lack of understanding or interest on the part of parents about the curriculum.

The study course about Berkeley given in the third grade is now too general.

There is a need for more inter-ethnic or integrated text books. Some groups discussed the pros and cons of offering a separate course on Negro history.

Ideas for Further Consideration:

1. Meetings with parents should be held (as at Longfellow School) to stimulate their understanding of the curriculum and their interest in children's homework.
2. The curriculum should include instruction on the different racial and religious groups in Berkeley. Parents should be encouraged to participate.
3. Methods should be explored for involving non-PTA parents to a greater extent.
4. The schools might create exploratory courses to utilize fully the resources of students.
5. There should be city-wide testing and standardization of the curriculum in order to help assure equal opportunities for learning.

Counseling and Guidance

There was wide discussion of the problems involved in counseling minority group students and of the desirability of strengthening this service. Negroes often lack confidence in themselves and need to be encouraged and stimulated. Counselors must spend considerable time with minority group students helping them to plan carefully for their vocational future. It is commonly believed that there are not enough counselors and that those now employed are overloaded. Many wondered what the necessary qualifications are for being hired as a counselor. They are: a valid teaching credential, plus a special credential, plus 30 units.

There was discussion as to the effect on individual counselors of fear, prejudiced attitudes and lack of experience and knowledge about groups that are racially and culturally different. Since there has been concern that some counselors tend to steer Negro children into vocational rather than academic courses, and a feeling that there is a differential and prejudicial treatment of Negroes by counselors, some grievance mechanism should be set up.

The question of when counseling for careers should begin was discussed but there did not seem to be enough evidence to answer it adequately.

Since it was agreed that "you can't lick the home situation in the schools," this led to consideration of what community groups and interested individuals might do to give additional guidance in Y's, churches, and elsewhere.

Ideas for Further Consideration:

1. More counselors should be employed in the schools.
2. Counselors should have training in intergroup relations and the problems faced by minority groups.
3. The schools should provide opportunities and means for exploring students' aptitudes and interests.
4. The schools and/or community groups should set up tours of industries and businesses as a way of interesting and motivating students.
5. The Board of Education should establish a panel to review objectively any grievances submitted.

Teacher Placement

Numerous questions were raised and discussed by school personnel about how teachers are selected and placed. Negroes comprise 19.6% of Berkeley's population but only 8.4% of the city's public school teachers. In connection with teacher placement the question was raised whether assignment to a school in a Negro area is considered tantamount to being sent to Siberia.

Ideas for Further Consideration:

1. More Negro teachers should be hired at Berkeley High School.
2. There should be an exchange of teachers within the city with a focus on increasing the knowledge and experience of teachers. This practice would be viewed as a means of reducing prejudices of individual teachers where they exist. The majority group needs to know more about minority groups, and vice versa.
3. Intergroup relations and in-service training courses should be provided for teachers.

Employment Problems

There was considerable discussion of the responsibility of the schools to provide adequate counseling, training and skills so that students will be qualified for available jobs. Thought was given to ways in which schools might work with parents to raise their employment aspirations for their children.

The roles and responsibilities of counselors, minority group organizations like the N.A.A.C.P. and Urban League, churches and unions in helping motivate and prepare students for less traditional jobs were also discussed. It was agreed that more vocational training of higher quality would be an advantage to members of minority groups in the job market.

It was pointed out that discrimination does exist in Berkeley both in public and private employment. One discussion group noted that fair employment legislation is one means of attacking such discrimination. But most groups focused on voluntary measures of changing employers' practices and talked about what community organizations could do to help change attitudes.

Ideas for Further Consideration:

1. The active support of such groups in the business community as the Chamber of Commerce and the service clubs should be enlisted to help open up job opportunities to minority group members. Representatives from business and industry could be brought together to discuss the problems involved and the experience of employers who have used minority group employees in other than the customary categories.
2. The schools should provide personnel and procedure for maintaining liaison between schools, industry and business to determine what jobs are available and what qualifications are needed.
3. Studies should be made to determine the actual extent of discrimination in employment and of mere token compliance with fair employment legislation.
4. The policies of student employment agencies in regard to minority group applicants should be studied.

5. The operation of the merit system in governmental service and ways of strengthening it should be studied.

Housing Problems

Throughout the workshop the segregated residential patterns in Berkeley were recognized as being the main basis for a segregated pattern of school attendance below the high school level. Residential segregation was also noted as a potent force for the development and maintenance of prejudiced attitudes. In the discussions which took place in the several discussion groups on the housing aspects of Berkeley's interracial problems, the following subjects and ideas were considered:

The Real Estate Board and its relationship to the housing pattern.

The reactions and attitudes of minority group members to their housing situation--they do not always want to move into different areas to "press a cause," but merely because their family situation requires different accommodations.

Is it more effective to force an issue by legislation and other regulatory means, or is it feasible to attempt to affect people's attitudes?

Neighborhood councils could serve as a means of improving neighborhoods, thereby enhancing their attractiveness as places to live for all ethnic groups--they can also serve as effective means of organizing pockets of community opinion.

There is need to know more about what some community groups are already doing--such as HOME, Berkeley Committee for Fair Housing, and the Friends Service Committee.

The relationship between neighborhoods and schools--there is no direct correlation between the ethnic makeup of the school student body and its potential for creativeness and high-standard academic program.

Instead of concentrating all efforts on opening Caucasian districts, integration also should proceed from the other direction--encouraging Caucasians to seek housing in neighborhoods where minority groups are concentrated.

Urban renewal programs proposed for Berkeley offer an effective means of increasing integrated housing because homes must be found for all dispossessed persons. All restored areas must be integrated.

Ideas for Further Consideration:

1. The Council of Social Planning should stimulate the formation of neighborhood councils and should establish a citizens committee on housing, in cooperation with the Real Estate Board, to study problems of fair housing opportunities for all Berkeley residents.

2. A housing information center should be maintained so that minority group members will know where housing is available--on a non-restricted basis.
3. Study should be given to legislation which prohibits discrimination in the real estate market and favors integration.

Community Goals and Responsibilities

Because the participants in the workshop attended primarily as citizens coming from all parts of the Berkeley community, they gave considerable attention in their discussion to the role of community groups and individuals in coping with racial problems. It was generally accepted that much of the effort for improving interracial relations must be expended by the Caucasian majority, but that it must be complemented by a like effort on the part of minority groups and their leaders. While action by organized groups will always be necessary to carry on any program, the importance of individual initiative and individual attitudes in forwarding racial tolerance and understanding is not to be minimized.

In view of its educational potential and its status as the "major industry" in Berkeley, the University of California came in for a good deal of discussion. There was a prevailing feeling that it can exert a great deal of influence and that it should be more involved in community affairs, including the fight for interracial equality of opportunity.

Ideas for Further Consideration:

1. Berkeley should have a Committee on Intergroup Relations or a Human Relations Council. Similar agencies in Rochester, N.Y. and other cities should be studied as models.
2. Such an agency would be most effective if it had the official endorsement of the City of Berkeley and could operate as a civic commission with adequate budget and staff. Otherwise it should be established by the Council of Social Planning.
3. This intergroup agency should act as coordinator or clearing house for the activities of all groups interested in interracial problems. In addition, it should apply a variety of approaches and methods in working for an integrated community. These should include persuasion, education, distribution of information, support of legislation, and publicity, particularly the publicizing of positive individual actions in the direction of integration in such fields as employment and housing.
4. Constructive activities which were suggested for sponsorship by an intergroup agency or by other community organizations included:
 - a) Organizing field trips for students to learn more about the community and the different groups in it.
 - b) Bringing different PTA groups together for joint programs and action.

- c) Sponsoring interracial camping trips with interracial counselors.
5. The following suggestions were made for contributions by the University in the area of intergroup relations:
- a) Giving more attention in teacher training programs to the relevant problems of an interracial community like Berkeley.
 - b) Providing courses on intergroup relations in such programs as University Extension and the School of Social Welfare.
 - c) Organizing or assisting in studies of race relations in Berkeley.
 - d) Making faculty available for tutoring clinics.
 - e) Arranging more programs for volunteer student assistance to the schools and social agencies.
 - f) Increased faculty participation in the work of community organizations.
 - g) Greater efforts to interpret the University and its activities to the community in the interests of allaying suspicion and hostility.

APPENDIX A

BERKELEY AREA COMMUNITY CHEST AND COUNCIL
 BERKELEY BOARD OF EDUCATION
 CO-SPONSORED WORKSHOP ON INTERRACIAL GAINS AND GOALS
 2202 Milvia Street PO Box 769 Berkeley 1, California

You are cordially invited to attend the third annual workshop co-sponsored by the Board of Education and Berkeley Area Community Chest and Council on March 10 and 11, 1961. Please let us know if you wish additional notices for your Board of Directors or friends. All interested in the conference theme are most welcome.

TOPIC Interracial Gains and Goals: A Workshop on Berkeley's Responsibility to Carry Out the Staats Report

TIME	Friday, March 10, 1961	6:00 p.m. to 9:00 p.m.
	and	
	Saturday, March 11, 1961	9:00 a.m. to 12:00 noon

PLACE	Longfellow School, 1500 Derby Street, corner of Sacramento St., Berkeley	Off-street parking on play- ground. Enter at Derby St. near Sacramento St.
-------	---	--

WORKSHOP SCHEDULE

	March 10	
Dinner in the cafeteria (Roast beef or fish)		6:00 p.m. to 7:15 p.m.
Panel Discussion in auditorium		7:15 p.m. to 9:00 p.m.

Judge Redmond C. Staats, Jr., Moderator
 Kenelm W. Benson, M.D.
 David Cutter
 Mrs. Thomas W. Browne
 Emery J. Curtice
 Alan J. McGregor
 Richard Groulx

	March 11	
Group Discussions		9:00 a.m. to 10:30 a.m.
Coffee Break		10:30 a.m. to 11:00 a.m.

(During this period discussion leaders will convene
to prepare a closing panel presentation.)

"Logical Next Steps"--Panel Presentation 11:00 a.m. to 12:00 noon

APPENDIX B

GROUP DISCUSSIONS

<u>Discussion Leader</u>	<u>Resource Consultant</u>	<u>Recorder</u>
I. Rev. E.P. Williams	Miss Helen R. MacGregor	Mrs. Carolyn C. Roberts
II. Rev. Herman C. Riley	Mrs. Fred W. Mayer	Mrs. Robert Scalapino
III. Mrs. Katherine Drake	Alfred C. Baxter	Miss Mildred P. Wilson
IV. Hachiro Yuasa	Craig McMicken	Paul H. Williamson
V. Norman Brangwin	Mrs. Verneice Thompson	Mrs. Clara M. Bock
VI. John Hall	Cole W. Gilliam	Mrs. Isabel Weissman
VII. Dr. Byron L. Nestor	Prof. David Blackwell	John S. Youmans
VIII. Rev. Carl E. Munger	George Yasukochi	Nat Shaffer
IX. Miss Mildred Alexander	Wm. F. Danielson	Mrs. Esmer Clark
X. Robert W. Ratcliff	Mrs. Roy Nichols	Mrs. Brunetta Wolfman
XI. Arthur V. Shearer	Mrs. John E. Bell	Miss Gertrude L. Hines
XII. Erle B. Ingle	Mrs. Helen Ross	Mrs. Patricia P. White
XIII. Melford Gartenberg	Gene Saalwaechter	Mrs. Dorothy L. Watson
XIV. Lawrence L. Wells	Mrs. Milton Chernin	Miss Gertrude Woodward
XV. Henry Bayne	Henry Poppic	William B. Nixon
XVI. William Davis	Mrs. Florence Casaroli	Mrs. Rachel B. Irvin

CLOSING PANEL MEMBERS

Mrs. Katherine Drake

Rev. Herman C. Riley

Norman T. Brangwin

Dr. Byron L. Nestor

Lawrence L. Wells

APPENDIX C

BERKELEY AREA COMMUNITY CHEST AND COUNCIL
 BERKELEY BOARD OF EDUCATION
 CO-SPONSORED WORKSHOP ON INTERRACIAL GAINS AND GOALS

Friday, March 10, 1961	Longfellow School
Saturday, March 11, 1961	1500 Derby Street

Participants represented the following agencies and organizations:

Alameda County Mental Health Association

American National Red Cross, Berkeley Chapter

Berkeley Albany Council of Churches

Berkeley Albany Municipal Court

* Berkeley Albany Parent Teacher Association units:

- Berkeley High School
- Burbank Junior High School
- Columbus Elementary School
- Emerson Elementary School
- Garfield Junior High School
- Hillside Elementary School
- John Muir (Mothers and Teachers Club) Elementary School
- Lincoln Elementary School
- Longfellow Elementary School
- Thousand Oaks Elementary School
- Washington Elementary School
- Whittier-University Elementary School
- Willard Junior High School

Berkeley Area Community Chest and Council
 Board of Directors
 Committee members
 Section members

Berkeley Area Jewish Community Center

Berkeley Board of Education

Berkeley Board of Education candidates

Berkeley Chamber of Commerce

Berkeley City Council

Berkeley City Council candidates

Berkeley Civic and Service Association (Paul R. Forbes)

Berkeley Community Y W C A -- staff and board

* There may have been others whose registration did not indicate which PTA unit.

Berkeley Community Welfare Commission

Berkeley Fair Housing Committee

Berkeley Japanese American Citizens League

Berkeley Public Library

* Berkeley Public Schools -- administrators and teachers

Berkeley High School
 Burbank Junior High School
 Columbus Elementary School
 Emerson Elementary School
 Franklin Elementary School
 Garfield Junior High School
 Hillside Elementary School
 LeConte Elementary School
 Lincoln Elementary School
 Longfellow Elementary School
 McKinley High School
 Whittier-University Elementary School
 Willard Junior High School

Berkeley Visiting Nurse Association

Boy Scouts of America, Mt. Diablo Council -- staff and board

Camp Fire Girls, Codornices Council -- staff and board

Central Labor Council

* Churches

Casson, Rev. Ellis H. -- Council of Churches
 Church for Today -- Social Action Committee
 First Baptist -- Christian Social Progress Committee
 First Congregational
 First Presbyterian
 Phillips Temple C. M. E. -- Rev. Herman C. Riley
 Progressive Baptist -- Rev. Edward Stovall
 St. John's Presbyterian -- Social Education and Action Committee
 St. Paul's A.M. E. -- Rev. E. P. Williams

City of Berkeley

Health Department
 Personnel Department
 Planning Department -- Urban Renewal
 Police Department -- Juvenile Bureau
 Recreation and Parks Department

College Women's Club

Coordinating Council of Senior Citizens

* There may have been others whose registration did not indicate which school or church.

Family Service of Berkeley

Girl Scouts of U.S.A., Berkeley-Albany-Kensington Council -- staff and board

Herrick Memorial Hospital

Hillel Foundation

Institute of International Studies -- Community Development Program

Interns in Community Service

National Association for the Advancement of Colored People -- Berkeley branch

Neighborhood House, Richmond

Pacific School of Religion

Parent Nursery Schools

Garfield Parent Nursery School

James Kenney Nursery School

Willard Parent Nursery School

Phyllis Wheatley Club

Planned Parenthood Center

Pullman Town Hall -- Richmond

Service Clubs

Staats Committee members

University of California professors

U.C. School of Public Health

U.C. School of Social Welfare

University Y.W.C.A.

Y.M.C.A. -- branches -- staff and board

Zonta Club

U.C. BERKELEY LIBRARIES



C101743703

